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ABSTRACT

This volume focuses on the exclusion of two major populations, girls and those with special educational needs, from their human right to primary education. Contributions address the entitlement to primary education in a context broader than that of education alone, including health and nutritional dimensions, and exposing infringements of human rights in special populations. The following are included: (1) "In the Name of Tradition: Human Rights Abuses of Women" (Eva Gamarnikow and Monika Reinfelder); (2) "Where Women Are Respected, Gods Roam There" (Jean Anderson); (3) "Developing a Gender-Based Approach to Planning" (Diane VanBelle-Prouty and Shirley Miske); (4) "Education and Training for Work: A Gender Perspective" (Fiona Leach); (5) "Curricular Interventions: A Means To Promote Girls' Education" (Momtaz Jahan); (6) "Access and Empowerment through Distance Learning: Women into Technological Education" (Karen Evans); (7) "Helping Teachers To Respond to Student Diversity in Primary Schools" (Mel Ainscow); (8) "Implementing Programmes for Special Needs Education: Lessons Learnt from Developing Countries" (Birgit Dyssegaard and Bernadette Robinson); (9) "The Concept of Full Participation in Promoting Sustainable Educational Development" (Carol A. Kochbar and Malati Gopal); (10) "The Role of the Community in Expanding Educational Opportunities: The EDUCO Schools in El Salvador" (Fernando Reimers); (11) "Education for Development: Reflections from a 'Third World' Community Base" (Mal Leicester); (12) "Repetition and Drop-out as a Function of a Dysfunctional Paradigm" (Dan O'Brien); (13) "Glass Ceilings: Do Appraisal Systems in Education Serve To Impede Promotion Routes for Women Managers in Education?" (Rosalyn Hurst); (14) "Empowering Parents for Participation in Education: Is Participatory Governance the Only Option?" (David Johnson); (15) "He Who Pays the Piper: Universities and Their Role in National Development" (Clayton G. MacKenzie); (16) "Breaking the Traditional Mould in Higher Education: Non-formal Educational Strategies and Models" (Michael Scott); and (17) "Conclusion: Towards a New International Covenant for Equity and Excellence in Education and Development" (James Lynch). Each chapter contains references. (Contains 9 tables, 16 figures, and 4 boxes.) (SLD)